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ABSTRACT

Until women are fully represented at the leadership level of public, professional, and economic life, they cannot enjoy full and equal rights. The United Nations Educational, Scientific and Cultural Organization (UNESCO) will continue the task of assisting the educational path of girls as the first and most important step in this direction. Helping to give women and girls access to education, knowledge and skills, employment and decent living conditions is one component of UNESCO's action in the eradication of poverty, one of the organization's cross-cutting themes in the Medium-Term Strategy for 2002-2007. Gender equity should not be seen narrowly as a women's issue. It is an issue that raises fundamental questions about the nature of social relationships. It is an issue that requires women and men to work together in search of solutions that are both practical and based on principle. This publication discusses seven topics: (1) "Key Concepts: The Scope of Gender Equality, Equity, Mainstreaming and Analysis"; (2) "The Challenge of Gender Equality and Equity"; (3) "Gender Equality and Equity as Goals for UNESCO"; (4) "Gender Equality and Equity in UNESCO's Programmes"; (5) "Facts and Figures Gender Inequality in Education"; (6) "Milestones"; and (7) "Did You Know That...?" (BT)

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ED 467 219

UNESCO—Mainstreaming the Needs of Women

Women and Gender Equality Unit
Bureau of Strategic Planning
UNESCO

U.S. DEPARTMENT OF EDUCATION
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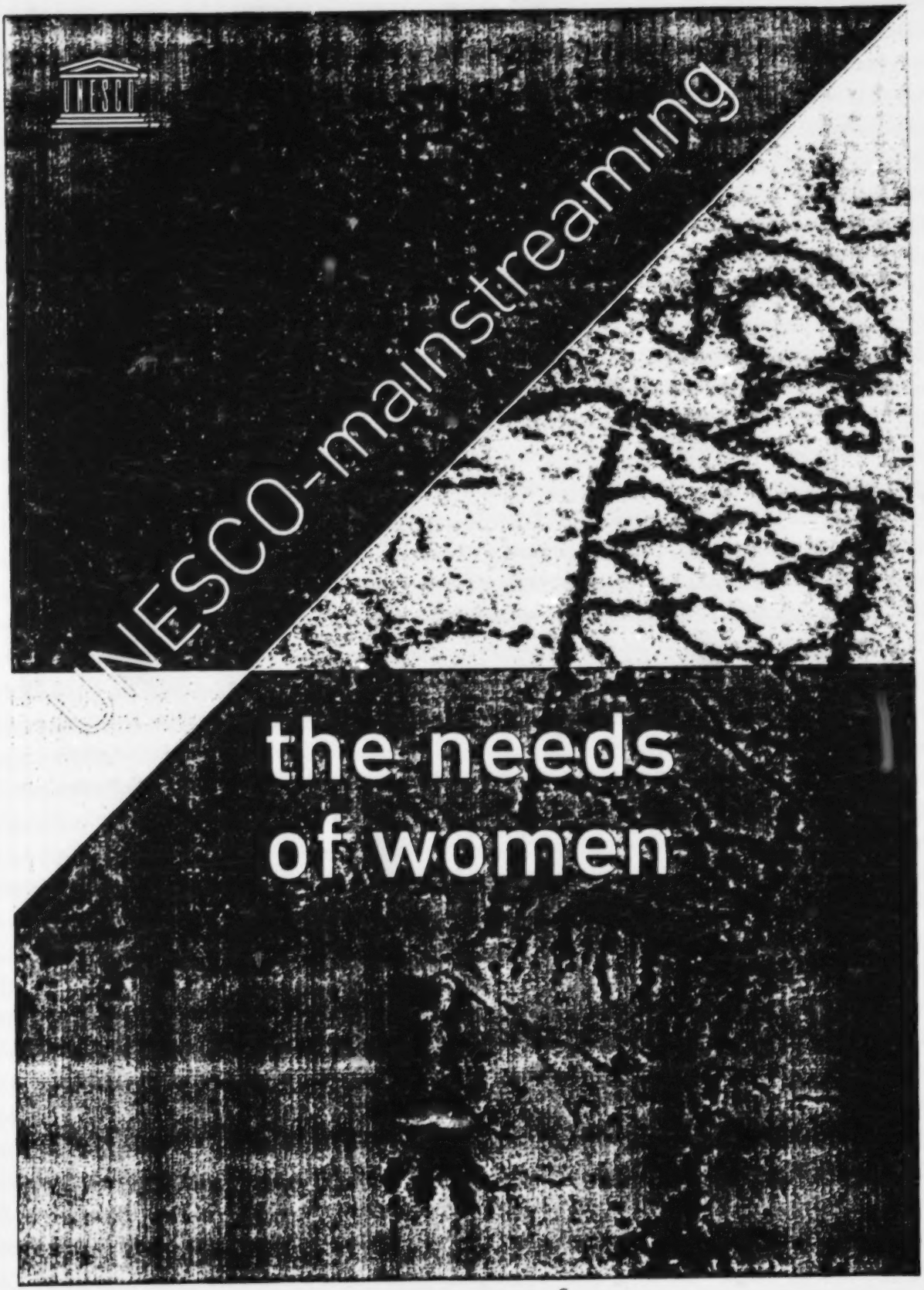

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The challenge of gender equity

In every walk of life and in the boards, committees and councils where policy decisions are made, women encounter a glass ceiling when they reach the levels at which influence and authority are wielded. Until women are fully represented at the leadership level of public, professional and economic life, we cannot say that they enjoy full and equal rights.

UNESCO will continue its task of assisting the educational path of girls as the first and most important step in this direction. Helping to give women and girls access to education, knowledge and skills, employment and decent living conditions is one component of UNESCO's action in the eradication of poverty, one of the Organization's cross-cutting themes in the Medium-Term Strategy for 2002-2007.

Gender equity should not be seen narrowly as a 'women's' issue, for it is an issue that raises fundamental questions about the nature of our social relationships. It is an issue that requires men and women to work together in search of solutions that are both practical and based on principle. Increasingly, those solutions will be neither acceptable nor sustainable if the equal rights, dignity and worth of men and women are not respected.

K. Matsuura

Koïchiro Matsuura

Director-General, UNESCO

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Women and gender equality – activities in UNESCO Field Offices

UNESCO Bangkok. UNESCO Bangkok has developed a number of programmes especially aimed at women and girls. Information on Education of Girls and other Disadvantaged Groups, Urban Revitalization and Development for Women are available at www.unescobkk.org/themes.htm. This office also published in 2002 the *Guidelines for Preparing Gender Responsive EFA Plans* to assist educational policy-makers in formulating gender-sensitive Education For All plans. The document aims to raise awareness about a number of aspects that need to be considered for achieving gender equality in education. Useful bibliography. Downloadable at www.unescobkk.org/ips/ebooks/subpages/gender.html

UNESCO Brasilia. Recent publications in Portuguese from this office include *De mãos dadas com a Mulher* [Hand-in-hand with Women], 2002, brief summary of projects; *Meninas Negras na Escola: Silencios e Horizontes da Desigualdade Racial Brasileira* [Black girls in School: Silence and Horizons of Brazilian Racial Inequality], 2002, racial and gender inequalities in Brazil with a focus on the educational dimension; *Companheiras de Luta ou 'Coordenadoras de Panelas' ? As relaçoes de género nos assentamentos rurais* [Struggling Partners or 'Pots-and-Pans Co-ordinators'? Gender Relationships in Rural Housing], gender questions and best practices in women's struggle against poverty, and the practice of citizenship and promotion of a Culture of Peace; and *Engendrando um novo feminismo: mulheres lideres de base* [Engendering a New Feminism: Grassroots Women Leaders], discussions of feminism and population, community development, environment and other topics. For copies, please contact Ms Michelle Morais, Assistant to the Education Sector Co-ordinator, UNESCO Office in Brazil, SAS, quadra 5, bloco H, lote 6, Ed. CNPq/IBICT/UNESCO, 9 andar, 70070-914, Brasilia DF, Brazil. Fax: 55 61 322 4261; e-mail: Michelle.Morais@unesco.org.br; web: www.unesco.org/br

UNESCO Bucharest (CEPES). CEPES is currently managing a special project on *Good practice in the promotion of gender equality in Central and Eastern Europe* involving higher education institutions, organizations and individuals. More information at www.cepes.ro/map.htm

UNESCO Dakar (BREDA). The UNESCO Dakar Office as a regional bureau for education carries out activities in education especially for women. Among these projects are a special project on technical and vocational education for girls in Africa and the creation of a data base of women who have graduated in order to improve the participation of women in activities related to higher education and development. More information at www.dakar.unesco.org/education_fr/index.shtml

UNESCO Doha. The UNESCO Doha Office has organized various conferences and seminars in the United Arab Emirates on issues related to women's place in society: 'The Role and Impact of Arab Women on Science and Technology' and 'Gulf Women and the Labour Market'. More information at www.unesco.org/doha/programmes/education.htm

UNESCO New Delhi. Various programmes for women and gender equality are currently being implemented, mostly in education and development. A UNESCO supported workshop was held on 23 May 2000 to disseminate the findings of the Evaluation and Review of Incentive Schemes to Encourage Participation of Girls in Primary Schools (unescodelhi.nic.in/vsunescodelhi/edu.htm#basi); and the Science Centre for Villages in Wardha organized a Training Programme for Women Master Trainers from Bangladesh, India, Nepal and Sri Lanka (unescodelhi.nic.in/vsunescodelhi/sci.htm#pro). In science, a seminar on *Women and Water* was held in New Delhi on 9-10 December 2000 (unescodelhi.nic.in/vsunescodelhi/sci.htm#four). More information at unescodelhi.nic.in/vsunescodelhi/programs.htm

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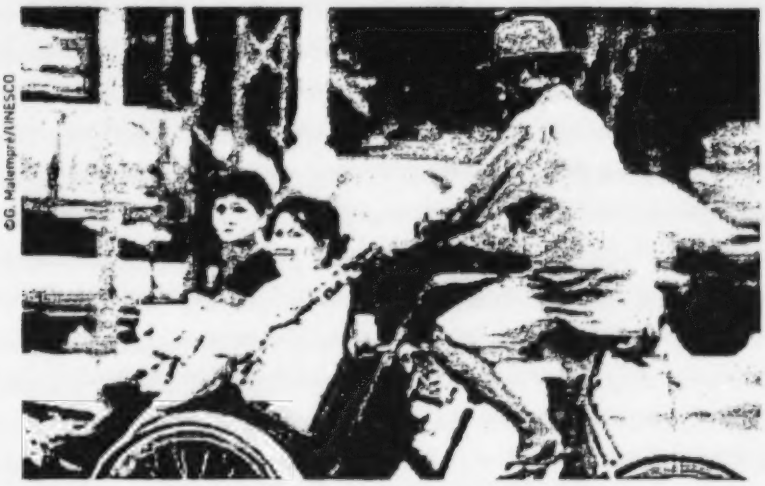

Key concepts: the scope of gender – equality, equity, mainstreaming and analysis

- *Gender*, in the definition given by the International Labour Organization, refers to the social differences and relations between men and women, which are learned, vary widely among societies and cultures and change over time. The term gender does not replace the term sex, which refers exclusively to biological differences between men and women. For example, statistical data are broken down by sex. The term gender is used to analyse the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context. Recent research stresses that gender has moved beyond a 'sex role' framework to the recognition that gender involves power structures and economic relationships. Moreover, gendered identities are plural, divided and potentially unstable; gender always includes the dynamics of ethnicity and class.

- *Gender equality* means that the rights, responsibilities and opportunities of women and men will not depend on whether they are born male or female. Gender equality, also defined in terms of an equal distribution of economic power, must be understood as a distribution of influence, power and opportunities based on parity.

- *Gender equity* means fairness of treatment for women and men, according to their respective needs. This may include equal treatment, or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

- *Gender mainstreaming* is the process of assessing the implications for women and men of any planned action including legislation, policies and programmes, in any area and at all levels. It is a strategy for making women's and men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated.

- *Gender analysis* is a tool to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making. It studies the linkages of these and other factors in the larger social, economic, political and environmental context. Gender analysis entails, first and foremost, collecting sex-disaggregated data and gender-sensitive information about the population concerned. Gender analysis is the first step in gender-sensitive planning for promoting gender equality.

Source: Adapted from *ABC of Women Worker's Rights and Gender Equality*, International Labour Organization (ILO), Geneva, 2000, pp. 47-8 and *ECOSOC Agreed Conclusions* (E/1997/100).

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Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace.

Beijing Declaration, adopted at the United Nations Fourth World Conference on Women (Beijing, China, 1995)

The challenge of gender equality and equity

Six billion human beings live on the planet Earth, and more than half of them are women and girls. They constitute two-thirds of the world's 876 million illiterates and 70% of the poor. Women and girls perform two-thirds of the work in the world; they are paid one-tenth of all world income. In all regions of the globe and in every segment of society, in both developed and developing countries, women and girls are denied the opportunities to enjoy their human rights, which in turn deprives all men, women and children – societies as a whole – of valuable human resources.

Many schools of thought and theories have sought to explain the at times subtle, at times complex mechanisms of discrimination and exclusion that preclude women and men from taking part in societal and development processes on an equal footing. One key element in understanding the complexity of the problem lies in the distinction between *sex* and *gender*, two concepts that must be fully understood before undertaking any effective action in favour of gender equality.

Sex is the term used to refer to the biological differences between males and females. *Gender* denotes the social organization of sex differences. It is a socio-political definition of women and men as they function in societies; ethnicity, political status, economic power and social class influence gender. *Gender roles* evolve over time and vary from one socio-cultural environment to another; a gender identity may be unstable in individuals and is susceptible to modification through education and experience.

The task is to analyse and deal effectively with the unspoken, implicit hierarchies of 'second' and 'first' power roles, which often condemn women to the rank of 'second-class citizens' and assign 'domineering' roles to men. The challenge is to build societies where women and men can reach their full human potential and participate, as equals, in the development of their societies, sharing its wealth and benefits on the basis of parity.

Gender equality and equity

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Beijing Declaration and Platform for Action (1995)

Paragraph 87 of the **Beijing Platform for Action**, adopted at the United Nations Fourth World Conference on Women (Beijing, China, 1995), invites international and intergovernmental organizations, especially the United Nations Educational, Scientific and Cultural Organization, at the global level (to):

(a) Contribute to the evaluation of progress achieved, using educational indicators generated by national, regional and international bodies, and urge Governments, in implementing measures, to eliminate differences between women and men and boys and girls with regard to opportunities in education and training and the levels achieved in all fields, particularly in primary and literacy programmes;

(b) Provide technical assistance upon request to developing countries to strengthen the capacity to monitor progress in closing the gap between women and men in education, training and research, and in levels of achievement in all fields, particularly basic education and the elimination of illiteracy;

(c) Conduct an international campaign promoting the right of women and girls to education;

(d) Allocate a substantial percentage of their resources to basic education for women and girls.

www.un.org/womenwatch/daw/beijing/platform/plat1.htm

UNESCO's three-pronged strategy

In order to implement the Beijing Declaration and Platform for Action, the General Conference of UNESCO adopted in 1995 a *three-pronged strategy*:

- mainstreaming a gender perspective into all policy-planning, programming, implementation and evaluation activities;
- promoting the participation of women at all levels and fields of activity, giving particular attention to women's own priorities and perspectives in redefining both the goals and means of development;
- developing specific programmes and activities for the benefit of girls and women, particularly those that promote equality, endogenous capacity-building and full citizenship.

UNESCO, 28 C/4, para. 227,
unesdoc.unesco.org/images/0010/001025/102501e.pdf

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UNESCO's mission

UNESCO has invested its energy for over fifty years to promoting equality between men and women through action in all of its fields of competence. In 1949, the first Conference of Women's Non-governmental Organizations (NGOs) was held in Paris; 1952 saw the Recommendation on Access of Women to Education at the International Conference on Public Education of the International Bureau of Education (IBE) in Geneva, and in 1960 UNESCO's General Conference adopted the Convention against Discrimination in Education. The first project for the education of African women was begun by UNESCO in 1963 with Swedish funding; and during 1976–85, the Organization marked the United Nations Decade for Women.

From the beginning, UNESCO's programme activities have concentrated on providing literacy and education programmes for women and girls. The problems involved in women's and girls' literacy and access to schools, particularly in rural areas, appeared in the Organization's mission reports, case studies and publications (see p. 6). The social, cultural, economic and political causes of discrimination against women and girls led to developing policy guidelines with Member States and communities of experts in order to overcome marginalization. UNESCO was among the first of the international organizations to cope with the complex issues of prostitution and trafficking of women and girls, the portrayal of women in the mass media, eradication of sexist stereotypes in school textbooks, violence in the mass media, and other similar areas. The process leading to the Fourth World Conference on Women (FWCW) in Beijing in 1995 marked a significant turn in UNESCO's work, providing an opportunity to review past achievements and to elaborate a policy document entitled *UNESCO Agenda for Gender Equality*, which outlines the Organization's vision and priorities for promoting gender equality. Subsequently, the General Conference at its 28th session adopted a three-pronged strategy to implement the Beijing Platform for Action, thereby introducing a gender perspective into UNESCO's programmes. In addition, UNESCO's Member States identified women as one of the priority groups in the Medium-Term Strategy for 1996–2001, together with youth, Africa and the least developed countries (LDCs).

In 2000, the United Nations General Assembly reviewed the progress five years after FWCW at a special session: 'Women 2000: Gender Equality, Development and Peace for the Twenty-first Century'. This special session established that, despite much progress, two major areas – violence and poverty – continue as major obstacles to gender equality worldwide. Globalization has added new dimensions to both areas, creating new challenges for the implementation of the Beijing Platform, such as trafficking in women and girls, the changing nature of armed conflict, the growing gap within and between nations, and the detachment of macro-economic policy from social protection concerns (www.un.org/womenwatch/confer/beijing5).

This United Nations General Assembly session adopted a Declaration that reaffirms governments' commitment to implement the twelve critical areas of

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Early UNESCO publications on women's and girls' education (for further research, consult the UNESCO library catalogue at **unesdoc.unesco.org/ulis/unesbib.html**)

- *Education in a Technological Society: A Preliminary International Survey of the Nature and Efficacy of Technical Education*, UNESCO, 1952.
- J. Debiesse, H. Benjamin, W. Abbott, *Report of the Mission to Afghanistan*, UNESCO, 1952.
- H. A. Labarca et al., *Women and Education*, UNESCO, 1953.
- A. Blanchet, 'Schools that travel on camelback', UNESCO Courrier, 1953.
- D. Behrman, *Brécourt: Where the Gate is Always Open*, UNESCO, 1954.
- L. Evans, *Youth and Fundamental Education*, UNESCO, 1954.
- *The Unforgettable 'White Cap' Day*, UNESCO, 1955.
- T. Koyama, *The Changing Social Position of Women in Japan*, UNESCO, 1961.

UNESCO Agenda for Gender Equality presented to the Fourth World Conference on Women (FWCW), Beijing, 1995

- Promote education for women's self-empowerment at all levels and in all fields;
- Encourage the equal access to knowledge in all fields, notably within science and technology;
- Support women's human rights by implementing the *Convention on the Elimination of all Forms of Discrimination against Women* (CEDAW) and other normative instruments, and through 'legal literacy' for girls and women;
- Promote the attainment of gender parity, women's full citizenship and equal participation in policy-making, and the elimination of stereotyped roles and expectations;
- Foster partnership and dialogue and develop a new gender contract, underlining the long-term gains from the social transformation towards gender-sensitive societies (e.g. in eliminating poverty and exclusion);
- Mainstream a gender perspective in the conceptualization, implementation and evaluation of policies relating to development, peace and security;
- Collect and analyse gender-specific statistical data and develop appropriate indicators and guidelines to assist Member States in monitoring progress made towards more gender-sensitive societies;
- Encourage women's creativity and freedom of expression by supporting their cultural activities, research, training, capacity-building, networking, exchange of information and women's NGOs;
- Support a pluralistic and editorially independent media by favouring the broad and active participation of women in decision-making and by encouraging more diversified and non-discriminatory images of women;
- Assist in building a culture of peace in the minds of women and men by recognizing women's capacity for leadership and non-violent conflict resolution.

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concern in the Beijing Platform for Action and to overcome obstacles encountered. The Declaration also emphasizes the need to strengthen and safeguard national and international enabling environments through the promotion and protection of all human rights and fundamental freedoms, mainstreaming a gender perspective into all policies and programmes and promoting full participation and empowerment of women and full international co-operation. The General Assembly also adopted resolution A/S-23/3 entitled 'Further Actions and Initiatives to Implement the Beijing Platform for Action', which calls for 199 actions to be taken at the national and international levels by governments, the United Nations system, and international and regional organizations, including international financial institutions, the private sector, non-governmental organizations and other actors of civil society. For more details, visit the WomenWatch website of the United Nations at www.un.org/womenwatch/daw/followup/beijing+5.htm

UNESCO's Medium-Term Strategy for 2002-2007, adopted by UNESCO's General Conference in November 2001, stipulates that the needs of women must be mainstreamed throughout all programme activities and projects, including the two cross-cutting themes, *Eradication of poverty, especially extreme poverty* and *The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society*. Such gender mainstreaming must permeate all stages from conceptualization to evaluation. UNESCO, in pursuing its mission, is committed to promoting the empowerment of women and the achievement of gender equality in its five sectors and in all programmes.

UNESCO has a adopted a broad approach to gender mainstreaming in seeking to incorporate a gender perspective into its planning process. To ensure the effective achievement of these objectives, a unit entirely dedicated to gender equality and particularly gender mainstreaming – the Women and Gender Equality Unit – is placed within the Bureau of Strategic Planning. The unit's principal objectives include:

- reinforcing gender mainstreaming in UNESCO's programmes through an institutionalized network of gender focal points within Member States and within the Organization's secretariat, and through closer collaboration between National Commissions for UNESCO and 'national machineries for Beijing follow-up';
- capacity-building in Member States to respond better to women's needs, particularly by developing a holistic, multi-disciplinary approach to gender issues;
- increasing the awareness of and respect for women's human rights through worldwide dissemination of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), in collaboration with other United Nations' entities and relevant NGOs;

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Gender equality and equity

Passport to Equality

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted by the General Assembly of the United Nations in 1979. As of March 2002, 168 States had ratified or acceded to it. An Optional Protocol to the Convention, adopted in 1999 by the General Assembly, gives women the right to submit individual complaints concerning violations of the Convention by their governments to the United Nations Committee responsible for CEDAW. UNESCO is particularly committed to implementing Article 10 on women's right to equal education and the elimination of stereotyped concepts of the roles of men and women at all levels and in all forms of education. The *Passport to Equality*, a pocket-sized document that contains the full text of the CEDAW and Optional Protocol, an explanation of these texts and the list of States Parties to the Convention, was created by UNESCO to help promote the Convention. The Passport is available free of charge in several languages, such as Arabic, Chinese, English, French, Hindi, Portuguese, Russian, Spanish, Swahili, Urdu, in nine languages of Guinea, etc. It can be downloaded from **www.unesco.org/women/index_en.htm**

Gender mainstreaming at UNESCO

Gender mainstreaming means:

- forging and strengthening the political will to achieve gender equality and equity, at the local, national, regional and global levels;
- incorporating a gender perspective into the planning processes of all ministries and departments of government, particularly those concerned with macroeconomic and development planning, personnel policies and management, and legal affairs;
- integrating a gender perspective into all phases of sectoral planning cycles, including the analysis, development, appraisal, implementation, monitoring and evaluation of policies, programmes and projects;
- using sex-disaggregated data in statistical analysis to reveal how policies impact differently on women and men;
- increasing the numbers of women in decision-making positions in government and the private and public sectors;
- providing tools and training in gender awareness, gender analysis and gender planning to decision-makers, senior managers and other key personnel;
- forging links between governments, the private sector, civil society and other stakeholders to ensure a better use of resources.

Source: Gender Equality and Equity: A Summary Review of UNESCO's Accomplishments since the Fourth World Conference on Women (Beijing, 1995), UNESCO, Women and Gender Equality Unit, Paris, 2000.

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- development of awareness-raising and training tools for gender mainstreaming in UNESCO's fields of competence, including gender sensitive indicators to assess progress in each of these areas;
- increased co-operation with other United Nations entities, international and regional intergovernmental organizations (such as the Council of Europe, OECD, OAU), major international NGOs (members of the UNESCO-NGO Collective Consultation on Gender Equality and Equity),
- private foundations and private sector partners (such as L'Oréal, the Aga Khan Foundation, AGFUND), etc.

The Millennium Development Goals – global targets set by the world's leaders at the United Nations Millennium Summit in September 2000 – are an ambitious agenda for reducing poverty and its causes and manifestations. Two of the goals are of particular relevance for gender-related activities:

- Achieving universal primary education by 2015 so that children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The indicators to be used are: the net enrolment ratios (NER) in primary education; the proportion of pupils starting grade 1 who reach grade 5; and the literacy rate of 15–24 year olds.
- Promoting gender equality and empowering women, so that gender disparity in primary and secondary education will be eliminated preferably by 2005 and in all levels of education no later than 2015. The indicators to be used are the ratio of girls to boys in primary, secondary and tertiary education; the ratio of literate females to males of 15–24 year olds; the share of women in wage employment in the non-agricultural sector; and the proportion of seats held by women in national parliaments.

See the table on pages 24–26 for worldwide data collected by UNESCO on gender inequality in education.

Gender equality and equity

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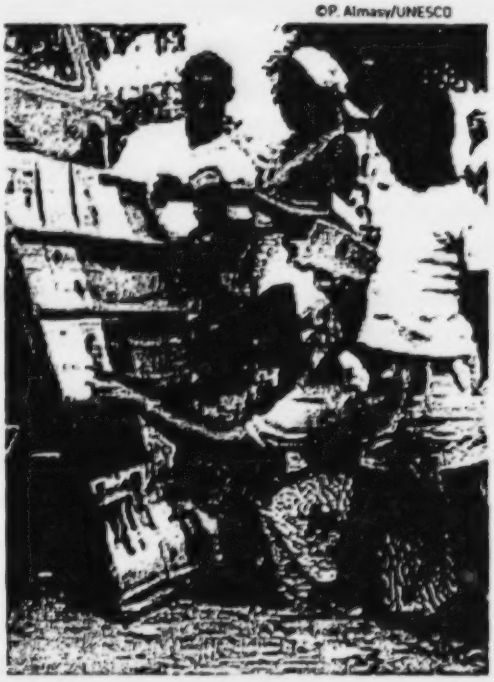

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Evolving development policy approaches: from 'WID' to 'GAD'

Development policies seeking to promote women's self-empowerment and to redress inequalities between women and men have evolved since the 1950s and now reflect important social transformations that incorporate lessons learned as well as new research. The 'Women in Development' (WID) approach of the 1970s treated women's issues as separate concerns and sometimes led to a 'tag-on' reflex of merely adding the word 'women' to regular institutional programmes. The 'Gender and Development' (GAD) approach that evolved during the early 1980s was adopted by the United Nations when preparing the Fourth World Conference on Women (Beijing, 1995). This approach implies an integration of gender issues into all development plans. The GAD approach recognizes that development activities affect women and men differently due to sexual or social differences resulting from the perceived roles and needs of each gender, as well as from historic or local circumstances. It emphasizes the use of appropriate gender-sensitive planning tools to ensure that programmes will be 'gender equitable'.

Women – like men – are marked by race/ethnicity, class, age, marital status, sexual preference and other factors, and do not constitue a homogeneous group. Historically and throughout all cultures, women tend to be disadvantaged compared to men in terms of their access to and control of the means of production, and of their welfare in general. Applying the 'gender-lens' also leads to acknowledging and understanding the specific needs of men and boys, who may be disadvantaged in certain environments.

Women in Africa

Since the needs of Africa – like those of women – are to be mainstreamed into all of UNESCO's programmes and activities, the situation of women in Africa is of particular concern to the Organization. Thus, with UNESCO's financial support, a Regional Conference on African Women and the New Partnership for Africa's Development (NEPAD) was held in Ota, Nigeria from 3 to 5 February 2002 in the framework of the annual African Women's Forum (AWF) organized by the Africa Leadership Forum.

> NEPAD is a pledge by African leaders, based on a common vision and a firm and shared conviction, that poverty must be eradicated and that African countries, both individually and collectively, should be placed on a path of sustainable growth and development, while at the same time they participate actively in the world economy.
>
> The NEPAD Programme of Action set forth a strategy for achieving sustainable development in the twenty-first century, including through bridging the infrastructure gap (ICTs, energy, transport, water), reversing the 'brain drain' and mobilizing capital through cash flow and market access initiatives – all projects should include the needs of women explicitly.
>
> AWF strives to promote the collective interest and leadership of women in Africa through research training and advocacy, and by strengthening the abilities and capacities of women's networks in Africa. Since 1997, four regional meetings have been organized in Cape Town, South Africa; Abidjan, Côte d'Ivoire; Tunis, Tunisia; and in Ota, Nigeria.
>
> The Forum has been designed to allow for consultation between and among sub-regional and regional African women's movements, and to strengthen networking, information-sharing and policy development. It has become a focal point for regional and sub-regional action and solidarity efforts.
>
> The recommendations made at the Ota Conference recognized that the NEPAD programme of action does not yet give enough attention to gender issues, which are fundamental prerequisites to achieve sustainable development. Likewise, the Conference recommended that women's involvement in all stages of the NEPAD initiative is an investment for social transformation and that the NEPAD programme must be popularized by African leaders to become a people-centred and people-focused document and endeavour. To that end women steering committees should be formed at national and regional levels.
>
> For further information on women and NEPAD, consult **www.unesco.org/women/NEPAD/Nepad.htm** and **www.africaleadership.org**

Putting ideas to work: women in education programmes

Since its inception, UNESCO has dedicated itself to eliminating all forms of discrimination in education, focusing strongly on girls and women. In April 2000, the World Education Forum (Dakar, Senegal) underlined the urgency of ensuring education for girls and women as one of the key elements of poverty eradication and development. The World Education Forum reiterated the need to eliminate gender disparities in primary and secondary education by 2005, and to achieve gender equality by 2015, with a special focus on ensuring full and equal access for girls to basic education of good quality.

UNESCO's strategy for gender mainstreaming in basic education focuses on three key tasks:

- Gender-friendly learning environments, stressing the need for linking formal and non-formal education;
- Advocacy and sensitization for policy change to ensure commitments of all stakeholders and at all levels;
- Support for policy development through comprehensive research and gender-responsive data collection and analysis, and the relevant capacity building.

In order to achieve the Dakar goals, the United Nations Secretary-General stressed during the Dakar Forum the need for societies to recognize that 'educating girls is not an option; it is a necessity'. Subsequently the United Nations launched the 10-Year United Nations Girls' Education Initiative (UNGEI) in which UNESCO plays an important role in the context of system-wide efforts.

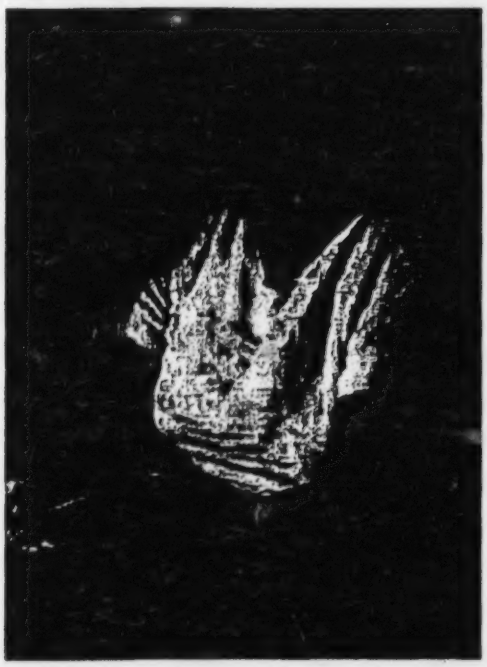
UNGEI is being promoted through UNESCO's extensive network and contacts, especially at the ministerial level by means of international and regional conferences and meetings. UNESCO organized the International Expert Group Meeting on Gender Equality in Basic Education (Paris, December 2000). The meeting contributed to the preparation of a UNESCO working document: *Basic Education for Gender Equality – Strategic Framework*. The document outlines UNESCO's efforts in pursuing the UNGEI objectives, especially to eliminate gender disparities in primary and secondary education and to achieve gender equality in education. The document also serves as a strategic guideline for Member States to develop or strengthen their national policies and programmes concerning women and girls' education.

in UNESCO's programmes

United Nations Girls' Education Initiative: five strategic objectives

Strategic objective 1: Led by the Secretary General, the United Nations will help to build 'compacts' that consist of political and resource commitments at the highest levels on a country-by-country basis to end gender inequality in education.

Strategic objective 2: In the 52 countries with a gender gap of 5% or more at the primary level (in 47 of which girls are disadvantaged), a plan of action to close the gender gap (with measurable indicators) will be in place by 2001, and there will be demonstrable progress toward closing the gap by 2005.



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Strategic objective 3: In all countries, a plan of action will be in place by 2002 at the latest, and operational by 2005, ensuring gender equality and sensitivity in all aspects of education. This includes enrolment policies and practices, curriculum, teacher behaviour and attitudes, equity in the teaching force, learning environments, pupils' safety, access to information and skills that enable girls to make positive life choices in areas such as reproductive health and HIV/AIDS prevention, and access to use of new technologies.

Strategic objective 4: Countries affected by, or recovering from, armed conflict or natural disaster or external shock will put in place short-term (by 2000–2001) and medium-term (by 2005) measurable actions that guarantee access to and completion of quality education for girls and boys.

Strategic objective 5: All countries, especially those reporting gender parity and net enrolment ratios (NERs) of 90% or more, are encouraged to sustain or improve that level of equality in education and should eliminate all discrimination against girls, as established through the international norms and standards of the Convention on the Rights of the Child and on Convention on the Elimination of all Forms of Discrimination against Women.

Read UNESCO's document at
www.unesco.org/education/efa/pdf/un_girls_initiative.pdf

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Gender equality and equity

A gender perspective in HIV/AIDS preventive education

The HIV infection rate in southern Africa is among the highest in the world. From 5 to 14 February 2001, UNESCO organized a hands-on awareness-raising workshop in Mbabane, Swaziland for education, health care and communication professionals from Malawi, Swaziland and Zimbabwe to assist in preparing post-literacy materials aimed at helping people to change their behaviour towards practicing safe sex. The workshop went beyond technical information to the roots of HIV-related problems, namely, to relationships between women and men and the cultural practices influencing these relationships. The materials produced were targeted at reaching the people most at risk: poor rural people, particularly women and girls.

Using a UNESCO manual, *Gender Sensitivity*, organizers planned a variety of activities to help participants in the workshop sharpen their own awareness towards issues related to power relationships and arrangements between the sexes and how these factors affect the spread of HIV/AIDS.

Documents online at **www.unesco.org/education/just_published_en/pdf/gend_post_lit.pdf**

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Science and technology for girls in Africa

The special project *Scientific, Technical and Vocational Education of Girls in Africa* was launched in 1996 as a joint project of the Sections for Science and Technology Education and for Technical and Vocational Education. The project is linked to the Female Education in Mathematics and Science in Africa (FEMSA) project (see **www.fawe.org/femsa/defaultold.htm**) of the Association for the Development of Education in Africa (ADEA). Visit **www.adeanet.org**, and the site of the Forum for African Women Educationists (FAWE) at **www.fawe.org**. The ADEA Working Group on Female Participation covers activities in twelve countries (Burkina Faso, Cameroon, Ghana, Kenya, Malawi, Mali, Mozambique, Senegal, Swaziland, United Republic of Tanzania, Uganda and Zambia).

The overall objective of the project is to assist in improving girls' participation in scientific, technical and vocational education (STVE) and related careers. Specific objectives include attempting to break the barriers for girls in secondary school, notably by improving the quality and effectiveness of STVE; making an impact on the attitudes and stereotypes that prevent girls from taking advantage of current opportunities in science and technology; and promoting a positive image of women in scientific and technical careers.

Higher education

In the wake of the Beijing Platform for Action, UNESCO decided in 1995, within the framework of the UNITWIN/UNESCO Chairs programme, to earmark seven teaching and research programmes in higher education for specific gender-related programmes designed to promote sustainable human development and to ensure that women fully participate in processes that will make this viable.

The purpose of the project *Women, Higher Education and Development* is to empower women, emphasizing the importance of research links to the local community and civil society. This will be achieved by increasing women's acquisition of relevant skills so that their involvement in the reform and management of higher education systems and institutions will increase. The inclusion of a gender dimension in those academic disciplines which have direct relevance for the development process is a third aim. Training seminars, workshops, short-term fellowships, action-based research, advocacy and inter-university co-operation are the methods used.

The varied impact of the programmes illustrates a diversity of approaches and innovative strategies to increase women's and girls' participation in society at all levels. One result of these programmes is that the pertinence of research work for communities has been strengthened and a new perception of the university as a social actor has emerged.

Web: **www.unesco.org/women/pro/WHEproject.htm**

For more information on women in the Education Sector, consult
www.unesco.org/women/pro/Education.htm

Putting ideas to work: women in science programmes

Dr Nagwa Meguid (Egypt), UNESCO/L'Oréal Laureate 2002, in consultation with patients at the National Research Center, Cairo.

The World Conference on Science (WCS) (Budapest, 1999) stressed the importance of promoting women in science and technology if sustainable development is to be achieved on a planetary scale. This means that a range of priority measures must be taken to:

- develop scientific and educational policies that take gender equality into account;
- improve access of girls and women in science education, including with a view to poverty reduction;
- support networks of women scientists and engineers;
- follow-up the regional meetings on 'Women, Science and Technology' (1998-99) so as to strengthen regional strategies adapted to local needs.

The brochure *Women, Science and Technology: Towards a New Development?* produced in the context of the WCS can be accessed at **www.unesco.org/women/pro/Science.htm**

UNESCO-L'Oréal Partnership for Women in Science

With the intent to actively debate and combat the prejudices that inhibit the development of scientific careers for women, UNESCO and L'Oréal signed a five-year *For Women in Science* partnership agreement in 1999 in which both partners have undertaken to carry out three joint projects in favour of promoting women in scientific research on a worldwide scale. First, the L'Oréal Awards are presented annually to experienced women researchers who have already made a significant contribution to progress in the life sciences. Five awards of $20,000 each are given every year to women from five regions of the world. Second, the UNESCO-L'Oréal Fellowships are grants of $10,000 each, awarded to ten young women in doctoral or post-doctoral research in the life sciences. The third project, a campaign to make girls and young women aware of scientific and technological education possibilities, in collaboration with the Associated Schools Project, is currently under way.
www.loreal.com or **www.unesco.org/science/women/index.html**

University, industry and science

A toolkit on gender indicators in engineering, science and technology has been developed by the *University, Industry, Science Partnership* (UNISPAR) programme in UNESCO's Science Sector. The purpose of the toolkit is to promote the collection of gender-disaggregated data in scientific and technological activities for national and international policy. At the same time it is intended to promote a common approach and co-ordinated methods to ensure the systematic collection of gender-disaggregated data on science and technology. For more information, and to download the kit, see: **www.unesco.org/unispar/** or **gstgateway.wigsat.org/ta/data/toolkit.html**

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World Conference on Science (Budapest, 1999)

The WCS provided an opportunity for discussion leading to a new social contract for science. The participants analysed the position, direction, social impact and potential of the natural sciences today. They also established what needs to be invested to make science advance in response both to these expectations and to the challenges posed by human and social development. The two documents adopted give follow-up actions for all partners and stakeholders in science, including the research community, government bodies, intergovernmental organizations, NGOs and the industrial sector.

- **Declaration on Science and the Use of Scientific Knowledge**, which underscores the political commitment to the scientific endeavour and to the solution of problems at the interface between science and society (**www.unesco.org/science/wcs/eng/declaration_e.htm**)

'Equal access to science is not only a social and ethical requirement for human development, but also essential for realizing the full potential of scientific communities world-wide and for orienting scientific progress towards meeting the needs of humankind. The difficulties encountered by women, constituting over half of the world's population, in entering, pursuing and advancing in a career in the sciences and in participating in decision-making in science and technology, should be addressed urgently' (para. 42).

- **Science Agenda: Framework for Action**, an innovative and pragmatic framework for fostering partnerships in science and the use of science for development and the environment (**www.unesco.org/science/wcs/eng/framework.htm**)

'Taking into account the outcome of the six regional forums on women and science sponsored by UNESCO, the Conference stresses that special efforts should be made by governments, educational institutions, scientific communities, non-governmental organizations and civil society, with support from bilateral and international agencies, to ensure the full participation of women and girls in all aspects of science and technology, and to this effect to:

- promote within the education system the access of girls and women to scientific education at all levels;
- improve conditions for recruitment, retention and advancement in all fields of research;
- launch, in collaboration with UNESCO and the United Nations Development Fund for Women (UNIFEM), national, regional and global campaigns to raise awareness of the contribution of women to science and technology, in order to overcome existing gender stereotypes among scientists, policy-makers and the community at large;
- undertake research, supported by the collection and analysis of gender disaggregated data, documenting constraints and progress in expanding the role of women in science and technology;
- monitor implementation and document best practices and lessons learned through impact assessment and evaluations;
- ensure an appropriate representation of women in national, regional and international policy- and decision-making bodies and forums;
- establish an international network of women scientists;
- continue to document the contributions of women in science and technology.

To sustain these initiatives, governments should create appropriate mechanisms, where these do not yet exist, to propose and monitor introduction of the necessary policy changes in support of the attainment of these goals' (para. 90).

For more information on women in the Science Sector, consult
www.unesco.org/science/women/eng/index.htm

Putting ideas to work: women in the social and human sciences programmes

Gender equality and development are important dimensions in the work of UNESCO's Social and Human Sciences Sector, which seeks to contribute to the transformation of gender social relations and to the promotion of existing normative instruments. Emphasis is placed on the social and legal capacity of men and women to mobilize resources and enjoy equal access to benefits, opportunities, treatment and status, through:

- the augmentation of a research agenda on the causes of asymmetric relations between men and women,
- the creation of a link between action, research and policy through consideration of the social dimensions and women's human rights, and
- the empowerment of men and women.

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Women's human rights

As regards women's rights and implementation of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), one example is the project *Empowerment of Women at Rural Community Level* in Burkina Faso (1999-2002). This project seeks to raise awareness among participating communities of their rights, specifically women's rights, as a point of entry for the development of the whole community. In terms of economic, social and cultural rights, training is linked directly with socio-economic development activities. A combination of new skills and knowledge should allow participants – the majority of whom are women – to become more active and informed citizens, thereby empowering them and in the long run contributing to community development.
See www.unesco.org/danida/index.htm for more information and photos.

The collection of international and regional normative instruments entitled *Human Rights of Women* was published in 1999 as a contribution to the twentieth anniversary of the CEDAW. The publication *The Struggle Against Discrimination* is a collection of international instruments adopted by the United Nations system. Published in 1997, it contains conventions and declarations on women's rights.

Both publications are available at **www.unesco.org/human_rights/ index.htm**

For more information on women in the Social and Human Sciences Sector, consult **www.unesco.org/general/eng/programmes/social/women/engwomen.htm**

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Women and a culture of peace

The *Women and Culture of Peace* programme was established in 1996 in order to support women's peace initatives; contribute to the empowering of women for democratic participation in political processes, so as to increase their capacities and impact in economic and security issues; and contribute to gender sensitive socialization and training for egalitarian partnerships.

In September 2001, the regional research project *Gender, Peace and Development* was initiated by a workshop held in Trinidad and Tobago, the objectives of which were to:

- document research and development work being completed or in progress on gender, peace and development in the Caribbean;
- identify existing areas of need and propose a programme of strategies to address these needs in gender, peace and development in the Caribbean; and
- identify potential partners from the research community, the public, private and NGO sectors and development agencies to collaborate in addressing the needs.

A regional conference entitled 'Asian Women for a Culture of Peace' was held in Hanoi in December 2000 which issued a declaration advocating that:

- education be the key to human development and peace, along with respect for human rights;
- the media play a responsible role in shaping public perceptions by eliminating stereotyped images of women and men;
- the role and potential of women and men in the eradication of poverty be further promoted;
- women's distinctive experiences, perspectives, skills and competence in conflict resolution and management be recognized and enhanced.

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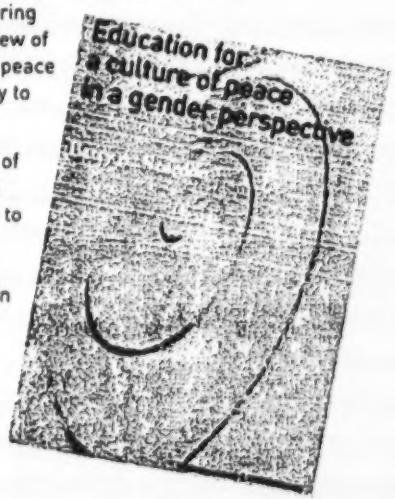
Gender balance in national security policy: the missing link

Vast resources have gone into the maintenance of [a] 'security system' to defend one nation's or alliance's security against perceived threats from others, who in their turn . . . must also make their own preparations in the spirit of competition that characterizes the culture of war. The management of 'international security' matters has been in the hands of men, most of whom have been educated to the forms of gender identification and concepts of gender roles that make masculinity synonymous with forcefulness, the capacity to control others and assert one's will to achieve one's own or the nation's goals. Women, with very few exceptions, have not taken part in this management, and those who have tend to think about security in these same masculine terms. The feminine approach that could be brought by those socialized to caring roles, that produces a different, less competitive, more co-operative view of security has been for the most part closed out of policy making about peace and security. Lack of gender balance in security policy is seen by many to be a very serious obstacle to achieving a culture of peace.

A growing number of men and women concerned with the prioritizing of military means to defend security have asserted that the emphasis on militarized security stands in the way of providing adequate resources to meet human needs; that in the most fundamental sense, the human family is less secure because of the way nations choose to define and maintain 'national security'. They have begun to call for new thinking in the name of 'human security'.

Source: Betty A. Reardon, *Education for a Culture of Peace in a Gender Perspective*, Paris, UNESCO Publishing (The Teacher's Library), 2001, pp. 126–7.
UNESCO Publishing website: upo.unesco.org



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Transforming gender relations

To understand the way in which social relationships are formed, especially gender relations with regard to environmental problems in cities, the project *Cities, Environment and Gender Relations* was launched in 1997. The project investigates the practices adopted by political and technical authorities to encourage the involvement of citizens in decision-making processes. The purpose of the investigation is to transform these relations so as to create liveable places in which men and women will have equal access to decision-making. The three-dimensional approach suggested by the project's title brings a new perspective to the problematic analysis of urban social movements, which concentrates on medium-sized towns located mainly in developing countries. A network for implementing the project consists of research institutions in Eastern Europe, Latin America and West Africa, while a co-ordination team brings together researchers from the University of Neuchâtel and the Institut universitaire d'études du développement in Geneva (Switzerland).

See **www.unesco.org/most/most2.htm** for more information.

Putting ideas to work: women in culture programmes

Women contribute significantly to the anchoring of identity and the transmission of cultural values and traditional knowledge. They are the interface between tradition and modernity, as they inspire a new kind of sensibility into national policies for sustainable development. They are involved in the education and training of the young, and occupy a position as leaders of innovative ideas and actions within their communities, drawing on cultural resources in order to sustain development.

The Universal Declaration on Cultural Diversity, adopted at UNESCO's 31st General Conference (2001), emphasizes the importance of the preservation and transmission of values and cultural heritage. Taking into account the contribution of women and the role they play in teaching language and cultural heritage to their children will be crucial for the implementation of the Declaration's action plan.

For the full text of the Declaration, see **www.unesco.org/confgen/press_rel/021101_clt_diversity.shtml**

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Crafts for sustainable development

Artisanal crafts, the expression of age-old tradition, are full-time sources of employment and thus vital sources of income. Indeed, they are excellent entry points for development and the empowerment of women. The importance of women's crafts in the fight to alleviate poverty led UNESCO to launch a series of creative workshops for craftswomen working in the same sphere of activity and geographical region (textiles in Central America, Western Africa and Central Asia; pottery and basketry in Southern Africa), in order to encourage the development of small craft businesses and develop more self-confidence and reliance on their talents.

International Craft Trade Fairs: A Practical Guide, was published in English, French and Spanish by UNESCO Publishing in 2001. Participation in international trade fairs is an efficient means of exposure to export markets, offering customer concentration, face-to-face communication, competition-watch and acquaintance with new business partners. Artisans in numerous fields of activity will be able to find support, general information and advice, methodology guidelines, checklists and directories in this essential guide.

www.unesco.org/culture/crafts/

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A cultural approach to HIV/AIDS

The joint UNESCO/UNAIDS project *Cultural Approach to HIV/AIDS Prevention and Care* was launched in May 1998 with the aim of stimulating reflection and action for the better application of a 'cultural approach' to AIDS. This approach fosters a more supportive environment for those who are infected by raising awareness in the communities involved, and by using local social references, taboos and accepted behaviours in consciousness-raising and sensitivity workshops concerning safe sex, hygiene and stereotypes.

The economic dependence and extensive illiteracy of women and girls often result in sexual dependence leading to abuse (including incest), early pregnancy and marriage, and quite frequently to prostitution. These situations are worsened by extreme poverty and linked to deeply rooted traditional value systems, especially in rural societies. At the same time, men's overemphasis on masculinity in these same contexts is linked to situations of extreme social and economic dependence. A solution to these situations may be found in culturally appropriate education from an early age that enhances the development of a new urban culture, based on shared efforts to develop HIV/AIDS prevention and care and to improve the economic and social situation of individuals on the basis of a new culture adapted to the modern world.

In this framework, the interregional conference 'A Cultural Approach to HIV/AIDS Prevention and Care' (Nairobi, Kenya, October 2000) highlighted strategies to initiate a debate on sex-related values and beliefs among communities and to incorporate gender and women issues in HIV/AIDS programmes. See **www.unesco.org/culture/aids/index.shtml** for further information.

For more information on women in the Culture Sector, consult **www.unesco.org/culture/women**

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Putting ideas to work: women in communication and information

Communication and mass media are of vital importance for any society and all development processes. UNESCO therefore promotes and encompasses all forms of communication and information-sharing, ranging from community radio programmes to electronic media. UNESCO's endeavours are directed at supporting women's full participation in their societies by promoting access to information, strengthening the communication capacities of women and ensuring that their voices be heard in both alternative and mainstream media. UNESCO's efforts in promoting gender equality in communications and the media are two-fold:

- increase the participation and access of women to expression and decision-making in and through the media and new technologies; and
- promote a balanced and non-stereotyped portrayal of women in the media;

Gender equality in the media implies that women's as well as men's interests, concerns, experiences and priorities be included in media coverage and that the producers of this coverage be both women and men professionals. In the mainstream media throughout the world, however, there are few women at the decision-making levels where influence can be exercised with regard to content, policies and access to the means of expression.

An under-representation of women at the decision-making levels in the media is both a symptom and a cause of the inequality between the sexes and a form of discrimination against women. This is a particularly significant gap, as UNESCO views communication as a driving force in the promotion of women's responsible participation in development in a context of peace and equality.

Women in the media

UNESCO's Programme *Women in the Media* is an expression of the Organization's commitment to the United Nations Platform for Action adopted at the Fourth World Conference on Women in Beijing in 1995 and the Toronto Platform for Action adopted at the International Symposium on Women and the Media held in 1995 (see www.ecuanex.apc.org/alai/plateng.html). Both underscore the importance of the access of women media professionals not only to expression in the mass media, but also to decision-making positions in media institutions.

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Dr Claudie Haigneré, French astronaut and President of the Honorary Committee of the Women for Science Awards, speaking at the UNESCO/L'Oréal ceremony, 6 March 2002.

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These two platforms stress that mainstream media institutions lack gender-sensitive reporting and fail to eliminate gender-based stereotyping in content and professional inequality in terms of representation and career advancement of women in the media industry. They encourage UNESCO not only to strengthen its programme activities in this domain, but also to keep the issue high on the international agenda. Seeking solutions in a larger context of promoting freedom of expression and free flow of information, UNESCO's commitment in this area is part and parcel of the Organization's continuing endeavours to strengthen the women in the media programme with the underlying goal of giving women their rightful places in mainstream media institutions.

Women make the news

UNESCO's web-based initiative is designed to bring attention to the fact that even though women are increasingly being represented in terms of numbers in the media, not enough women reach decision-making positions. It calls on the world's media to name women journalists to positions of editorial responsibility and is designed to:

- increase women's participation and access to expression and decision-making in and through the media and new technologies of information, and promote a balanced and non-stereotyped portrayal of women in the media.

Web: **www.unesco.org/webworld/news/2001/010212_women.shtml**

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For more information on women in the Communication and Information Sector, consult www.unesco.org/webworld/com/media/media01.shtml

Facts and figures

Gender inequality in education

Human development indicator (HDI) rank	Adult literacy: Female rate (% age 15 and above) 1999	Adult literacy: Female rate as % of male rate 1999	Youth literacy: Female rate (% age 15-24) 1999	Youth literacy: Female rate as % of male rate 1999	Net primary enrolment: Female ratio (%) 1995-97[b]	Net primary enrolment: Female ratio as % of male ratio 1995-97[b]	Net secondary enrolment: Female ratio (%) 1995-97[b]	Net secondary enrolment: Female ratio as % of male ratio 1995-97[b]	Gross tertiary enrolment[a]: Female ratio (%) 1994-97[b]	Gross tertiary enrolment[a]: Male ratio (%) 1994-97[b]
High human development										
1 Norway	..	..	..	..	100	100	98	101	71	53
2 Australia	..	..	..	..	95	100	89	101	83	77
3 Canada	..	..	..	..	94	98	90	99	95	81
4 Sweden	..	..	..	..	100	100	99	100	57	43
5 Belgium	..	..	..	..	98	100	87	98	57	55
6 United States	..	..	..	..	95	100	90	100	92	71
7 Iceland	..	..	..	..	98	100	88	102	45	30
8 Netherlands	..	..	..	..	99	99	91	101	46	48
9 Japan	..	..	..	..	..	..	..	..	36	44
10 Finland	..	..	..	..	98	100	94	101	80	68
11 Switzerland	..	..	..	..	..	..	..	..	25	40
12 Luxembourg	..	..	..	..	..	..	70	108	7[c]	12[c]
13 France	..	..	..	..	100	100	95	101	57	45
14 United Kingdom	..	..	..	..	100	100	93	103	56	49
15 Denmark	..	..	..	..	100	100	..	..	53	43
16 Austria	..	..	..	..	..	..	89	101	49	48
17 Germany	..	..	..	..	89	102	89	100	44	50
18 Ireland	..	..	..	..	93	102	88	105	43	39
19 New Zealand	..	..	..	..	98	101	91	102	73	53
20 Italy	98.0	99	99.8	100	100	100	..	..	52	42
21 Spain	96.7	98	99.8	100	100	100	..	..	56	47
22 Israel	93.9	96	99.6	100	..	..	..	..	41	36
23 Greece	95.8	97	99.8	100	93	100	88	103	46	47
24 Hong Kong, China (SAR)	89.7	93	99.8	101	91	103	71	107	..	..
25 Cyprus	95.1	96	99.8	100	81	101	..	..	25[d]	20[d]
26 Singapore	88.0	92	99.8	100	..	..	..	..	31	37
27 Korea, Rep. of	96.2	97	99.8	100	93	101	97	100	52	82
28 Portugal	89.5	95	99.8	100	..	..	..	..	44	33
29 Slovenia	99.6	100	99.8	100	94	99	90	103	41	31
30 Malta	92.4	101	99.8	103	100	100	79	100	32	27
31 Barbados	..	..	..	..	..	..	..	..	34	23
32 Brunei Darussalam	87.3	93	99.8	101	93	100	..	..	6	5
33 Czech Republic	..	..	..	..	89	100	89	103	23	24
34 Argentina	96.7	100	98.8	100	..	..	..	..	..	..
35 Slovakia	..	..	..	..	..	..	..	..	23	22
36 Hungary	99.2	100	99.8	100	82	99	87	102	26	22
37 Uruguay	98.1	101	99.6	101	93	101	..	..	..	..
38 Poland	99.7	100	99.8	100	96	100	..	..	28	21
39 Chile	95.4	100	99.0	100	88	97	60	108	29	34
40 Bahrain	82.2	91	98.3	100	98	103	88	108	..	..
41 Costa Rica	95.5	100	98.6	101	89	101	43	113	28	33
42 Bahamas	96.4	102	98.3	102	..	..	..	..	..	..
43 Kuwait	79.4	95	92.8	101	67	98	58	100	24	15
44 Estonia	..	..	..	..	92	98	90	105	46	38
45 United Arab Emirates	78.0	106	94.5	111	79	98	71	106	21	5
46 Croatia	97.1	98	99.8	100	84	99	80	102	29	27
47 Lithuania	99.5	100	99.8	100	93	99	85	101	38	25
48 Qatar	82.6	103	96.8	105	82	90	70	102	41	14
Medium human development										
49 Trinidad and Tobago	91.7	96	97.1	99	88	100	..	..	7	9
50 Latvia	99.8	100	99.8	100	91	96	83	100	40	27
51 Mexico	89.1	96	96.2	99	100	100	..	..	15	17
52 Panama	91.0	99	96.3	99	..	..	..	..	..	..
53 Belarus	99.4	100	99.8	100	..	..	..	..	49	39
54 Belize	92.9	100	98.5	101	..	..	..	..	..	..
55 Russian Federation	99.4	100	99.8	100	..	..	..	..	49	37
56 Malaysia	82.8	91	97.4	100	..	..	..	..	..	..
57 Bulgaria	97.7	99	99.5	100	91	97	69	73	52	31
58 Romania	97.1	98	99.7	100	97	99	75	102	24	21

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Human development indicator (HDI) rank	Adult literacy		Youth literacy		Net primary enrolment		Net secondary enrolment		Gross tertiary enrolment[a]	
	Female rate (% age 15 and above) 1999	Female rate as % of male rate 1999	Female rate (% age 15-24) 1999	Female rate as % of male rate 1999	Female ratio (%) 1995-97[b]	Female ratio as % of male ratio 1995-97[b]	Female ratio (%) 1995-97[b]	Female ratio as % of male ratio 1995-97[b]	Female ratio (%) 1994-97[b]	Male ratio (%) 1994-97[b]
59 Libyan Arab Jamahiriya	66.9	74	92.6	93	..	..	..	..	..	..
60 Macedonia, TFYR	..	..	..	..	94	98	55	97	22	17
61 Venezuela	91.8	99	98.5	101	85	102	27	153	..	..
62 Colombia	91.5	100	97.5	101	..	..	49	115	17	16
63 Mauritius	80.8	92	94.3	101	98	100	61	110	6	6
64 Suriname	..	..	..	..	..	..	..	..	..	..
65 Lebanon	79.8	87	92.6	95	..	..	71	115	27	27
66 Thailand	93.5	96	98.3	99	..	..	..	..	..	..
67 Fiji	90.5	96	99.0	100	..	..	..	..	..	..
68 Saudi Arabia	65.9	79	89.8	94	58	94	41	76	15	17
69 Brazil	84.9	100	94.1	104	..	..	..	..	..	..
70 Philippines	94.9	100	98.7	100	..	..	..	..	33	25
71 Oman	59.6	75	95.3	96	66	98	57	99	7	9
72 Armenia	97.5	98	99.7	100	..	..	..	..	14	11
73 Peru	84.9	90	95.1	97	..	..	..	..	..	..
74 Ukraine	99.5	100	99.9	100	..	..	..	..	..	..
75 Kazakhstan	..	..	..	..	..	..	..	..	37	29
76 Georgia	..	..	..	..	87	99	74	98	44	40
77 Maldives	96.2	100	99.3	100	..	..	..	..	..	..
78 Jamaica	90.3	110	97.2	108	..	..	..	..	7	9
79 Azerbaijan	..	..	..	..	..	..	..	..	18	17
80 Paraguay	91.9	98	96.9	100	91	101	39	107	11	10
81 Sri Lanka	88.6	94	96.4	99	..	..	..	..	4	6
82 Turkey	75.9	81	93.6	95	96	96	43	73	15	27
83 Turkmenistan	..	..	..	..	..	..	..	..	..	..
84 Ecuador	89.1	96	96.4	99	97	101	..	..	..	..
85 Albania	76.9	85	96.9	98	100	100	..	..	14	10
86 Dominican Republic	83.2	100	91.5	102	85	102	33	135	27	19
87 China	75.5	83	96.0	97	100	100	..	..	4	7
88 Jordan	83.4	88	99.6	100	..	..	..	..	..	..
89 Tunisia	59.3	74	88.2	91	98	98	54	101	12	15
90 Iran, Islamic Rep.of	68.7	83	91.3	95	88	96	68	92	13	22
91 Cape Verde	65.1	77	85.4	93	..	..	48	102	..	..
92 Kyrgyzstan	..	..	..	..	93	96	..	..	13	11
93 Guyana	97.9	99	99.8	100	87	100	68	106	12	11
94 South Africa	84.2	98	91.0	100	96	101	67	149	16	18
95 El Salvador	75.6	93	87.1	98	78	101	23	113	18	18
96 Samoa (Western)	78.8	97	87.2	101	95	99	..	..	..	..
97 Syrian Arab Republic	59.3	68	77.8	82	87	93	36	90	13	18
98 Moldova, Rep. of	98.1	99	99.8	100	..	..	..	..	29	24
99 Uzbekistan	84.0	90	94.9	97	..	..	..	..	..	..
100 Algeria	55.7	72	83.8	91	91	93	54	94	10	14
101 Viet Nam	91.0	95	97.0	100	..	..	..	..	..	..
102 Indonesia	81.3	89	96.8	99	93	97	..	..	8	15
103 Tajikistan	98.7	99	99.8	100	..	..	..	..	13	27
104 Bolivia	78.6	86	93.5	96	..	..	..	..	..	..
105 Egypt	42.8	65	61.7	81	88	89	64	90	16	24
106 Nicaragua	69.8	105	76.1	108	78	103	35	118	12	11
107 Honduras	74.1	100	84.5	104	..	..	..	..	9	11
108 Guatemala	60.5	80	72.4	85	68	89	..	..	..	..
109 Gabon	..	..	..	..	..	..	..	..	..	..
110 Equatorial Guinea	73.3	80	94.9	97	..	..	..	..	..	..
111 Namibia	80.4	98	93.0	104	97	108	44	134	10	6
112 Morocco	35.1	57	57.0	75	67	80	..	..	9	13
113 Swaziland	77.9	97	90.8	102	91	101	41	119	6	6
114 Botswana	78.9	107	91.9	110	83	105	52	117	5	6
115 India	44.5	66	63.8	81	..	..	..	..	5	8
116 Mongolia	52.1	72	73.0	87	86	105	61	133	24	10
117 Zimbabwe	83.8	91	95.5	97	..	..	..	..	4	9
118 Myanmar	80.1	90	90.2	99	..	..	..	..	7	4
119 Ghana	61.5	77	87.3	94	..	..	..	..	..	..
120 Lesotho	93.3	130	98.4	120	71	117	24	185	3	2
121 Cambodia	..	..	..	..	92	92	16	55	1	2
122 Papua New Guinea	56.0	78	70.4	88	..	..	..	..	2	4
123 Kenya	74.8	85	93.7	98	..	..	..	..	..	..
124 Comoros	52.1	79	61.1	84	..	..	..	..	(.)	1
125 Cameroon	68.6	84	93.1	99	..	..	..	..	..	..
126 Congo	73.0	84	96.3	98	..	..	..	..	..	..

Human development index (HDI) rank	Adult literacy: Female rate (% age 15 and above) 1999	Adult literacy: Female rate as % of male rate 1999	Youth literacy: Female rate (% age 15-24) 1999	Youth literacy: Female rate as % of male rate 1999	Net primary enrolment: Female ratio (%) 1995-97[b]	Net primary enrolment: Female ratio as % of male ratio 1995-97[b]	Net secondary enrolment: Female ratio (%) 1995-97[b]	Net secondary enrolment: Female ratio as % of male ratio 1995-97[b]	Gross tertiary enrolment[a]: Female ratio (%) 1994-97[b]	Gross tertiary enrolment[a]: Male ratio (%) 1994-97[b]
Low human development										
127 Pakistan	30.0	51	48.4	64	..	..	..	..	..	..
128 Togo	39.6	54	57.6	66	72	77	13	44	1	6
129 Nepal	22.8	39	40.7	54	..	..	..	..	..	..
130 Bhutan	..	..	..	..	..	..	..	..	..	..
131 Lao People's Dem. Rep.	31.7	50	56.1	69	72	91	21	79	2	4
132 Bangladesh	29.3	57	39.4	65	..	..	..	..	..	..
133 Yemen	23.9	36	43.8	53	..	..	..	..	1	7
134 Haiti	46.8	92	63.6	100	55	98	..	..	..	..
135 Madagascar	58.8	81	75.6	91	62	104	..	..	2	2
136 Nigeria	54.2	76	82.5	93	..	..	..	..	..	..
137 Djibouti	52.8	71	78.1	89	27	75	10	68	(.)	(.)
138 Sudan	44.9	65	70.0	85	..	..	..	..	..	..
139 Mauritania	31.4	60	40.4	67	58	92	..	..	1	6
140 Tanzania, U. Rep. of	65.7	78	87.8	94	49	103	..	..	(.)	1
141 Uganda	55.5	72	71.3	84	..	..	..	..	1	3
142 Congo, Dem. Rep. of the	48.7	67	73.5	83	..	..	..	..	..	..
143 Zambia	70.2	83	84.6	94	74	98	..	..	1	4
144 Côte d'Ivoire	37.2	69	58.1	84	47	75	..	..	3	9
145 Senegal	26.7	57	40.7	69	55	85	..	..	..	..
146 Angola	..	..	..	..	35	109	..	..	..	..
147 Benin	23.6	43	36.9	48	48	61	..	..	1	5
148 Eritrea	39.4	59	60.7	76	29	90	14	85	(.)	2
149 Gambia	28.5	66	47.6	74	57	79	..	..	1	2
150 Guinea	..	..	..	..	33	65	..	..	(.)	2
151 Malawi	45.3	61	59.9	74	..	..	..	..	(.)	1
152 Rwanda	59.1	81	80.5	95	..	..	..	..	..	..
153 Mali	32.7	69	58.1	82	25	66	..	..	1	2
154 Central African Republic	33.3	57	56.9	76	..	..	..	..	..	..
155 Chad	32.3	65	57.7	80	38	58	3	30	(.)	1
156 Guinea-Bissau	18.3	31	32.5	40	..	..	..	..	..	..
157 Mozambique	27.9	47	44.8	60	34	76	5	67	(.)	1
158 Ethiopia	31.8	74	51.8	97	27	62	..	..	(.)	1
159 Burkina Faso	13.3	40	22.2	50	27	67	..	..	(.)	1
160 Burundi	39.0	70	59.9	93	28	88	..	..	..	..
161 Niger	7.9	34	13.2	42	19	63	4	61	..	..
162 Sierra Leone	..	..	..	..	..	..	..	..	..	..
Developing countries	65.3	81	80.3	91	..	..	..	..	..	..
Least developed countries	41.9	68	57.7	79	..	..	..	..	..	..
Arab States	49.0	67	71.5	84	..	..	..	..	..	..
East Asia and the Pacific	78.7	86	96.1	98	..	..	..	..	..	..
Latin America and the Caribbean	86.9	98	94.2	101	..	..	..	..	..	..
South Asia	43.2	65	61.0	78	..	..	..	..	..	..
Sub-Saharan Africa	52.6	77	72.5	89	..	..	..	..	..	..
Eastern Europe and the CIS	98.2	99	99.3	100	..	..	..	..	..	..
OECD	..	..	..	..	..	..	..	..	..	..
High-income OECD	..	..	..	..	..	..	..	..	..	..
High human development	..	..	..	..	..	..	..	..	..	..
Medium human development	71.6	84	86.2	94	..	..	..	..	..	..
Low human development	38.2	63	57.2	77	..	..	..	..	..	..
High income	..	..	..	..	..	..	..	..	..	..
Middle income	80.2	88	94.0	97	..	..	..	..	..	..
Low income	52.2	74	68.6	84	..	..	..	..	..	..
World	..	..	..	..	..	..	..	..	..	..

a. Tertiary enrolment is generally calculated as a gross ratio.
b. Data refer to the most recent year available during the period specified.
c. The ratio is an underestimate,as many students pursue their studies in nearby countries.
d. Excludes Turkish institutions.

Sources: Column 1: UNESCO 2000, Correspondence on adult literacy rates, January, Paris; *column 2:* calculated on the basis of data on adult literacy rates from UNESCO (2000); *column 3:* UNESCO 2000, Correspondence on youth literacy rates, January, Paris; *column 4:* calculated on the basis of data on youth literacy rates from UNESCO (2000); *columns 5 and 7:* UNESCO 2001; *column 6:* calculated on the basis of data on net primary enrolment ratios from UNESCO, 2001, Correspondence on net enrolment ratios, March, Paris; *column 8:* calculated on the basis of data on net secondary enrolment ratios from UNESCO (2001); *columns 9 and 10:* UNESCO, 1999, *Statistical Yearbook 1999*, Paris.

Table from UNDP, *Human Development Report 2001*, pp. 218-21.

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Milestones

1960	Adoption of UNESCO's Convention Against Discrimination in Education
1975	International Women's Year
	First World Conference on Women, held in Mexico City, Mexico
1976–85	United Nations Decade for Women
1979	Adoption of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) by the General Assembly of the United Nations
1980	Second World Conference on Women, held in Copenhagen, Denmark
1985	Nairobi Forward-looking Strategies for the Advancement of Women towards the year 2000 adopted at the Third World Conference on Women, held in Nairobi, Kenya
1990	Jomtien Declaration and Framework for Action on Education for All, held in Jomtien, Thailand
1992	Agenda 21 of the Earth Summit in Rio de Janeiro, includes Chapter 24, 'Global Action for Women towards Sustainable and Equitable Development'
	Adoption of the Convention on the Rights of the Child
1993	World Conference on Human Rights, held in Vienna, Austria
	United Nations Declaration on Violence Against Women
	Ouagadougou Declaration on Girl's Education in Africa
1994	International Conference on Population and Development, held in Cairo, Egypt
1995	Fourth World Conference on Women, held in Beijing, China
	UNESCO General Conference designates women as priority group
	World Summit for Social Development 1996, held in Copenhagen, Denmark
	Second United Nations Conference on Human Settlements (Habitat II), held in Istanbul, Turky
1999	Adoption of the Optional Protocol to the Convention on the Elimination of all Forms of Discrimination against Women
	World Conference on Science, held in Budapest, Hungry
2000	Beijing +5/Women 2000: Gender Equality, Development and Peace for the 21st Century – Special Session of the United Nations General Assembly, 5–9 June 2000
	World Education Forum on Education for All, held in Dakar, Senegal – among other actions, launching of the United Nations Girls' Education Initiative
2001	United Nations Special Session on HIV/AIDS, held in New York, USA
	World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa
2002	World Summit on Sustainable Development, held in Johannesburg, South Africa
2003	World Summit on the Information Society in Geneva, Switzerland

Did you know that . . . ?

- There is no country where women earn more than men.[1]
- Women, especially younger women, experience more unemployment than men and for a longer period of time than men.[2]
- Two-thirds of the world's 876 million illiterates are women.[1]
- 113 million children of primary school-going age are being denied their right to education. Almost two-thirds of them are female.[3]
- Fewer girls than boys finish primary school. By the time they reach 18, girls have, on average, 4.4 years less education than boys.[3]
- There are continuing differences in the lifetime risk of maternal mortality between developed and developing countries. An African woman's lifetime risk of dying from pregnancy-related causes is 1 in 16; in Asia, 1 in 65; and in Europe, 1 in 1,400.[2]
- In some African countries, more than half of all women and girls have undergone female genital mutilation and its prevalence is not declining.[2]
- 14.2% of elected members to parliaments (both houses combined) in the world are women. The percentage ranges from 16.8% in European parliaments (OSCE member countries) to 4.6% in Arab States' parliaments.[4]
- Today, 41% of working journalists are women. Only 12% women are at decision-making level in media organizations.[5]
- Rural women in particular are responsible for half of the world's food production and produce between 60% and 80% of the food in most developing countries.[6]
- Women and children comprise 80% of the world's refugees and displaced people.[1]

Sources:

1. United Nations Development Programme, *Choices*, March 2002, p. 28.
2. United Nations Statistics Division, *The World's Women 2000: Trends and Statistics*, www.un.org/Depts/unsd/gender
3. UNICEF website, www.unicef.org/pdeduc/education/gems/figures.html
4. Inter-Parliamentary Union website, www.ipu.org/wmn-e/world.htm
5. International Women's Media Foundation website, www.iwmf.org/resources/ir.htm
6. Food and Agriculture Organization website, www.fao.org/Gender/en/agri-e.htm

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UNESCO women and gender equality publications

The many documents on women and gender equality in UNESCO's archives (UNESBIB) may be searched at **unesdoc.unesco.org/ulis**. Listed below are downloadable documents that are available as Acrobat files (.pdf) at **www.unesco.org/women**

Gender Equality and Equity: A Summary Review of UNESCO's Accomplishments since the Fourth World Conference on Women (Beijing, 1995)
2000. A review of major policy decisions adopted since 1995 by UNESCO's General Conference and matters concerning the advancement of women and gender equality, a summary of UNESCO's achievements from 1995–2000.

Guidelines on Gender-neutral Language
1999. Ways to eliminate stereotypes and sexist language in writing with rules for eliminating sexist language and examples of alternatives for gender-neutral language (English/French).

Passport to Equality
2000. Pocket-sized document with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), information on the Optional Protocol and States party to the Convention. Arabic, English, French, Hindi, Maninka, Portuguese, Pular, Russian, Spanish, Swahili, Urdu and the nine languages of Guinea.

Publications available from UNESCO programme sector sites:

African Stories
2000. Results of the UNESCO-DANIDA workshops for the preparation of post-literacy reading materials and radio programmes for girls and women in Africa. See **www.unesco.org/education/literacy_2000/pdf/afrstoris.pdf**

Changing Times, Changing Attitudes: Alternative Portrayals of Men and Women
2000. Fourteen of the best radio programmes produced in the UNESCO-DANIDA project, which have now been distributed to trainers and practitioners working in radio programme production and non-formal education throughout Africa. Download at **unesdoc.unesco.org/images/0011/001197/119793eo.pdf**

Gender and Post-literacy: A Non-formal Education Approach to HIV/AIDS Prevention
2001. Results of an awareness-raising workshop in Mbabane, Swaziland for education, health care and communication professionals from Malawi, Swaziland and Zimbabwe to assist in preparing post-literacy materials to teach safe sex. Download at **unesdoc.unesco.org/images/0012/001242/124261e.pdf**

Gender Dimensions of Racial Discrimination
2001. Office of the High Commissioner for Human Rights (Geneva, United Nations). Overview of fundamental issues on the intersectionality between gender and racial discrimination. Available at: **www.unhchr.ch/pdf/wcargender.pdf**

Gender Sensitivity: A Training Manual
1997. A training tool designed to help people become conscious of how they perceive men's and women's roles and relationships and how preconceived notions about the sexes determine everyday behaviour. See **unesdoc.unesco.org/images/0010/001091/109112eo.pdf**

Living Literacy
2001. Stories about illiterate populations, women in particular. See **www.unesco.org/education/literacy_2001/en_living_lit.shtml**

Women, Science and Technology: Towards a New Development?
1999. Highlights from the debate on gender issues at the World Conference on Science for the Twenty-first Century, Budapest, 1999, available at: **unesdoc.unesco.org/images/0011/001181/118131e.pdf**

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